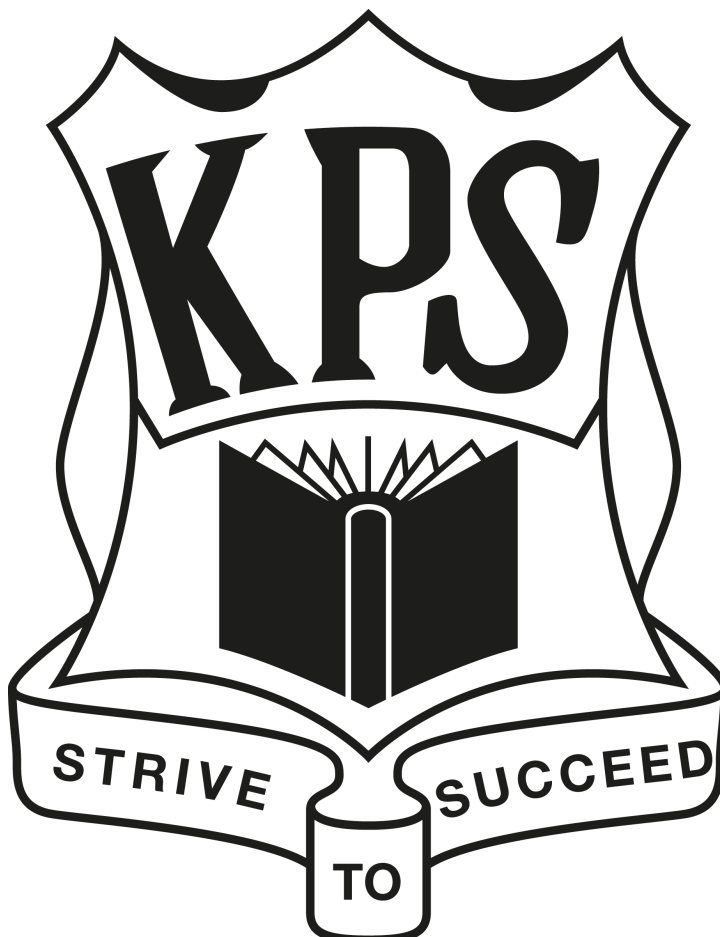


2020 Annual Report

Kingswood Public School



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Introduction

The Annual Report for 2020 is provided to the community of Kingswood Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Kingswood Public School

Second Ave

Kingswood, 2747

www.kingswood-p.schools.nsw.edu.au

kingswood-p.school@det.nsw.edu.au

4736 4028

School vision

At Kingswood Public School we believe in a school community where everyone can learn in a safe, stimulating and collaborative environment as we strive to reach our full potential.

School context

Kingswood Public School approaches education from an inclusive and stimulating learning environment. The challenge for its community is to build upon the values and abilities of all students while extending those who excel. Our school curriculum, therefore, aims to provide avenues for all students to extend their skills through classroom and targeted extra curricula activities.

The school has served the community since 1892 and currently caters for 490 students. It is located in spacious grounds adjacent to the Western Sydney University, Kingswood campus. The community is composed of families with a non-English speaking background, Aboriginal students and students whose parents are temporary residents of Australia. The school has 20 staged classes from Early Stage 1 to Stage 3. This includes two Stage 3 Opportunity Classes which caters for identified gifted and talented students.

The staff at Kingswood Public School consists of experienced and beginning teachers, support and administrative staff who are dedicated professionals who work with the school community to ensure quality teaching and learning practices and improved learning outcomes for all students. Enrichment programs enhance this learning, with the university playing a pivotal role in the teaching and learning programs of these students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

To enhance the professional practice of all staff by:

- Setting high expectations for student learning and engagement.
- Using best practice to drive teaching and learning programs.
- Increasing collaborative practice.
- Improving learning outcomes for all students.

Improvement Measures

All teachers have high expectations for student learning, through the use of learning intentions, student goals and success criteria.

All teachers working collaboratively on a regular basis to improve student learning outcomes.

Increase the number of students achieving in the top two NAPLAN bands by 8% for reading and numeracy.

Increased proportion of Aboriginal students in the top two NAPLAN bands by 8% for reading and numeracy.

Overall summary of progress

Throughout 2020 we achieved the following milestones within the Quality Teaching and Learning Strategic Direction of our School Plan:

- K-2 teachers continued to work with the new Literacy and Numeracy Progressions, entered data into PLAN 2 and used the reporting features to assist with teaching and learning programs.
- Stage 2 and Stage 3 began to refine the development of assessment tasks in Literacy and Numeracy.
- Staff undertook professional learning on the new PD/H/PE syllabus.
- Staff engaged with and participated in fortnightly Spirals of Inquiry sessions facilitated by the Deputy Principal Instructional Leader with a focus on writing across the school.
- Stage based units of work were developed to support the learning from home period.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Embed collaborative teaching practices across the school by engaging in Collaborative Planning Sessions, Data Talks and Lesson Observations.

Evaluation	Funds Expended (Resources)
Staff reported greater collegiality and improved teaching and learning practices as a direct result of their participation in fortnightly Spirals of Inquiry sessions.	Additional Professional Learning time for all teaching staff. School funded Deputy Principal Instructional Leader.

Process 2: Data

Through the use of a Deputy Principal Instructional Leader and the self funded EAfS program, teachers will use data to drive their teaching and learning practices. A major focus will be on the Literacy and Numeracy Progressions and PLAN 2.

Evaluation	Funds Expended (Resources)
Continued the use of PLAN 2 and the Literacy and Numeracy Progressions. Further progress was disrupted due to the impact of COVID-19.	Nil

Process 3: Assessment Practices

Progress towards achieving improvement measures

Process 3:

Embed consistent assessment practices at a stage and whole school level. Focusing on Visible Learning strategies with a balance of formative and summative assessment practices.

Evaluation	Funds Expended (Resources)
Stages developed consistent assessments during planning days, time was also provided for stages to moderate and evaluated the various assessments and tools used.	Casual staff to release teachers to participate in collaborative stage planning/assessment days.

Next Steps

The 2021-24 Strategic Improvement Plan will feature the following Initiatives:

- Curriculum
- Assessment

Strategic Direction 2

Learning Culture

Purpose

To create a school community where:

- Students, staff and parents are recognised as lifelong learners.
- Learning alliances within and beyond our school are accessed to support school programs.
- Parents and families are encouraged to take a genuine interest in the work of the school.
- Diversity is embraced and celebrated.

Improvement Measures

Increase the number of opportunities for staff to lead/mentor across all areas of responsibility.

Increase parental involvement across the school through engagement opportunities.

Strengthen links with learning alliances beyond our school, including Western Sydney University.

Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels.

Overall summary of progress

Throughout 2020 we achieved the following milestones within the Community Culture Strategic Direction of our School Plan:

- Introduced various on-line communication platforms to engage students and families during the learning from home period.
- Commence the use of a School Facebook page to keep families updated regularly whilst COVID-19 restrictions kept them off site.

Progress towards achieving improvement measures

Process 1: Culture of Lifelong Learning

Teachers, students and parents reflect a school wide commitment to purposeful, successful learning. Global perspectives are taught through connected curriculum links. Teachers embedding teaching and learning opportunities across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
Staff engaged in a wide range of professional learning, this was also incorporated into our fortnightly Spirals of Inquiry sessions.	Professional Learning

Process 2: Learning Alliance Links

Develop links with professional learning communities around cultural diversity in schools and Aboriginal Education. Build opportunities to promote learning culture through the parental forums, school events and the school website.

Evaluation	Funds Expended (Resources)
Regular use of the ATSI Yarning Circle by classes across the school, providing an authentic link to teaching Aboriginal perspectives. ATSI weeblys are used by classroom teachers in an authentic way. New ATSI mural.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$3000.00)

Process 3: Celebrating Cultural Diversity

Progress towards achieving improvement measures

Process 3:

Strengthen opportunities for cultural diversity to be celebrated through school events, by creating authentic links to the cultural backgrounds of our students through syllabus documents. Focus on Aboriginal Education teaching (8 ways of learning) and embedding it in our teaching and learning.

Evaluation	Funds Expended (Resources)
Limited engagement with the community at school based events in 2020, due to COVID-19 restrictions.	Nil

Next Steps

The 2021-24 Strategic Improvement Plan will feature the following Initiatives:

- Community Leadership Opportunities.

Strategic Direction 3

Wellbeing

Purpose

To improve the wellbeing of all stakeholders through:

- Regular opportunities for staff collaboration and connectedness.
- Deepening students, staff and parents understanding of wellbeing.
- Promoting positive relationships across the school.

Improvement Measures

Implementation of new PD/H/PE syllabuses and update scope and sequence to reflect the new syllabus and the current wellbeing needs of our community.

All staff participate in regular opportunities to work collaboratively and display connectedness.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Improved staff engagement results in the People Matter Employee Survey.

Overall summary of progress

Throughout 2020 we achieved the following milestones within the Wellbeing Strategic Direction of our School Plan:

- Data analysis of The Tell Them from me surveys to determine future directions in Wellbeing.
- Staff participation in professional learning opportunities with a focus on trauma informed practice and restorative practices.
- The implementation of a Reflection Room to provide students with an opportunity to participate in reflective practices.
- Staff participated in a number of staff wellbeing initiatives.

Progress towards achieving improvement measures

Process 1: Review and Refine PD/H/PE programs

Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Evaluation	Funds Expended (Resources)
Successful completion of the new PD/H/PE syllabus training modules.	Professional Learning

Process 2: Staff Collaboration and Connectedness

Opportunities for staff collaboration and connectedness are valued and occur on a regular basis through informal meetings and a formal framework of inquiry based collaborative professional learning (Spirals of Inquiry).

Evaluation	Funds Expended (Resources)
Staff reported greater collegiality and improved teaching and learning practices as a direct result of their participation in fortnightly Spirals of Inquiry sessions. Increased staff morale and focus on well-being through school based initiatives for staff well-being.	Additional Professional Learning time for all teaching staff. School funded Deputy Principal Instructional Leader.

Process 3: Understanding of Wellbeing

Progress towards achieving improvement measures

Process 3:

All stakeholders are up skilled in their understanding of wellbeing and the important role it plays in fostering lifelong learning. Shared knowledge is contextually relevant to the audience, whether it is staff, students or parents.

Evaluation	Funds Expended (Resources)
Professional learning has been responsive and tailored to staff and student needs. As a result teachers have been able to cater for the diverse needs of our learners. Shift in practice to monitor and support students wellbeing during the learning from home period of COVID-19.	Additional Professional Learning.

Next Steps

The 2021-24 Strategic Improvement Plan will feature the following Initiatives:

- Wellbeing.
- Attendance.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25 142	Throughout 2020, funds were used to provide Aboriginal students with School Learning Support Officer time to support the implementation of their Personalised Learning Plans. As a result, students made progress towards achieving their specific goal. Funds were also used to provide teachers with frequent, dedicated time to work collaboratively. During these sessions, teachers worked together to analyse student data, provide quality feedback to teaching practice to improve the quality of teaching and learning programs and as a result, improve the targeted teaching for students.
English language proficiency	\$53 570	In 2020, funds were used to improve the quality of our English as an Additional Language or Dialect (EALD) teaching and learning resources. As a result, our increasing number of EALD students has greater access to quality teaching and learning programs. Funds were also used to provide teachers with frequent, dedicated time to work collaboratively. During these sessions, teachers worked together to analyse student data, provide quality feedback to teaching practice to improve the quality of teaching and learning programs and as a result, improve the targeted teaching for students.
Low level adjustment for disability	\$51 207	During 2020, funds were used to provide targeted support to identified students through the use of School Learning and Support Officers. Targeted students were given in class support to work towards their goals identified in their Individual Education Plans
Quality Teaching, Successful Students (QTSS)	\$87 945	In 2020, funds were used to provide time for each Assistant Principal to support their team. The type of support given was responsive to the needs of the individual teachers and their students.
Socio-economic background	\$35 931	In 2020, the Socio-economic background funds were used to increase our Learning Support Teacher staffing allocation. This increased the opportunity for students to access additional Learning and Support time to develop their skills in an identified area. Students participated in targeted small group Mathematics, writing and reading lessons, as well as individualised support.
Support for beginning teachers	\$47 818	Throughout 2020, Kingswood PS had several beginning teachers who were in their first year of funding. These teachers received the additional RFF and mentoring time as outlined by the NSW Department of Education Beginning Teacher policies.
Targeted student support for refugees and new arrivals	\$2 831	During 2020, these funds were used to employ additional English and an additional Language or Dialect (EALD) teachers to provide intensive support to the identified students.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	213	222	256	274
Girls	211	220	243	255

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	91.8	90.1	91.3
1	93.5	91.4	89.5	92.7
2	92	94.1	88.2	88.8
3	92.7	93.5	92.4	92.4
4	94.3	92.3	93.3	94.7
5	93.9	94.8	92.4	94.4
6	94.6	90.7	91.1	92.9
All Years	93.6	92.7	91.1	92.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.59
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	2
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	150,230
Revenue	4,891,805
Appropriation	4,797,746
Sale of Goods and Services	10,302
Grants and contributions	82,421
Investment income	636
Other revenue	700
Expenses	-5,032,586
Employee related	-4,613,321
Operating expenses	-419,264
Surplus / deficit for the year	-140,781
Closing Balance	9,449

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	162,446
Equity Total	483,063
Equity - Aboriginal	25,142
Equity - Socio-economic	35,931
Equity - Language	272,338
Equity - Disability	149,653
Base Total	3,708,484
Base - Per Capita	120,012
Base - Location	0
Base - Other	3,588,472
Other Total	231,312
Grand Total	4,585,305

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Students

- 85% have a high rate of participation in sports at school. This is higher than the NSW Government Norm.
- 91% believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 90% believe students demonstrate positive behaviour at school.
- 84% try hard to succeed in their learning.
- 42% had scores that placed them in the desirable quadrant with high skills and high challenge.
- Believe that important concepts are taught well, class time is used effectively, and homework and evaluations support class objectives.
- Feel they have someone at school who constantly provides encouragement and can be turned to for advice.
- Understand there are clear rules and expectations for classroom behaviour.

Staff

Scored the leadership of the school significantly higher than the NSW Government Norm. Particular focus was made to the support that the Leadership Team provides in relation to teaching and learning:

- School leaders have helped me create new learning opportunities for students.
- School leaders have helped me improve my teaching.
- School leaders have supported me during stressful times.
- School leaders have provided me with useful feedback about my teaching

Parents

- 79% of our parents would recommended our school to other parents.
- 89% of parents report that their child is enrolled in their first choice of public school.
- Believe that they are well informed about school activities and that written information from the school is in plain language that they can understand.
- Indicate that the teachers informed them immediately if there are concerns regarding their child's behaviour at school and that they are informed of both positive and negative behaviours regarding their child.
- Encourage their child to do well at school and praise their child for doing well at school.
- Believe that teachers encourage students to do their best work and expect homework to be completed.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.